DOCUMENT RESUME

ED 327 459 SO 030 420

TITLE	Student Museum Curriculum: Grade 8.
INSTITUTION	Seminole County Board of Public Instruction, Sanford, FL. Dept. of Curriculum Services.
PUB DATE	88
NOTE	87p.; For a related document, see SO 030 419.
PUB TYPE	Guides - Classroom Use - Guides (For Teachers) (052)
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	Colonial History (United States); Curriculum Guides; Educational Facilities; Experiential Learning; Family History; *Field Trips; *Grade 8; Instructional Materials; Junior High Schools; Learning Activities; *Museums; Social Studies; *State History; Student Educational Objectives; *United States History
IDENTIFIERS	Seminole County School District FL

ABSTRACT

Designed to help teachers, this curriculum guide outlines a field trip eighth-grade students take to visit a Florida student museum. Objectives for student learning as well as pre- and post-visit activities are included. Three lesson plans also are suggested: pioneer room, being an historian, and pioneer crafts. The student museum curriculum also contains a family history chart and information on Florida's ethnic heritage. (DB)

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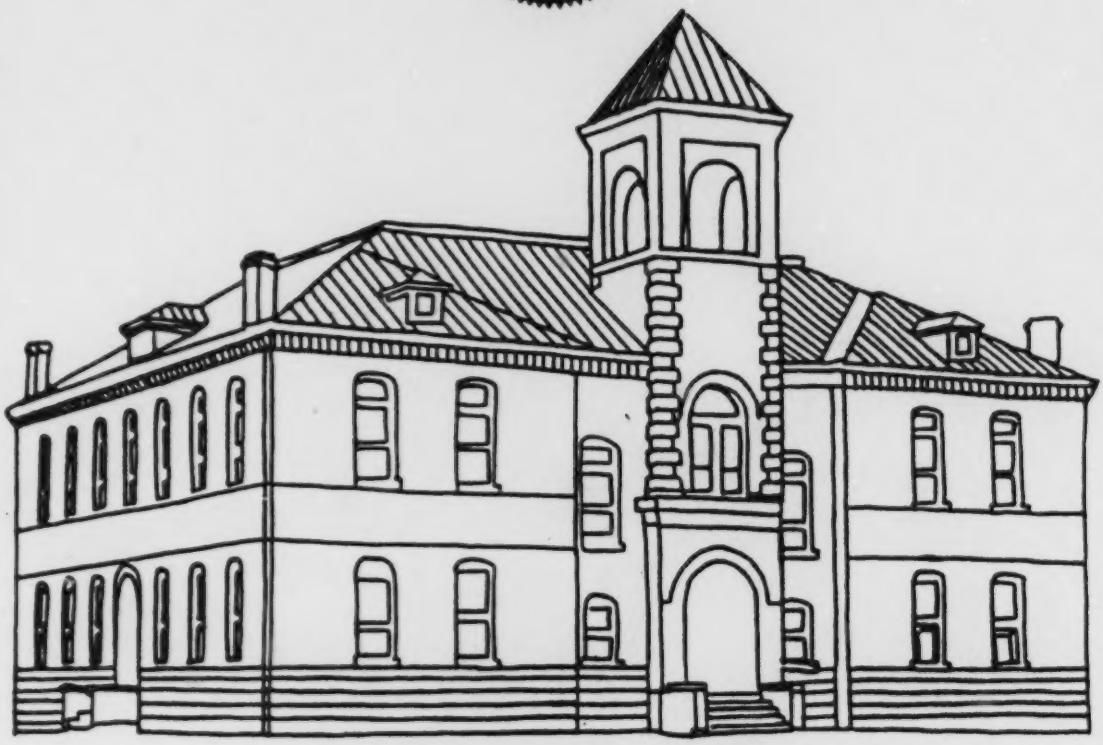

The Margaret K. Reynolds Building

Eighth Grade

Curriculum

U.S. DEPARTMENT OF EDUCATION
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SO 020 420

STUDENT MUSEUM CURRICULUM

GRADE 8

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SCHEDULE

SCHEDULE

Bus will arrive at 9:30. Be prepared to leave as soon after as possible in order to arrive at Museum at 10:15.

10:15 - 10:30	orientation
10:30 - 11:15	session 1
11:15 - 12:00	session 2
12:00 - 12:30	lunch
12:30 - 1:15	session 3
1:15 -	depart museum

SCHEDULE CAN BE ADJUSTED TO MEET THE NEEDS OF INDIVIDUAL SCHOOLS.

MEDIA

The following Suitcase Exhibits are available from the Student Museum:

1. The Age of Exploration
2. The West

The following films are available from the District Media Center:

MP 1677	Age of Discovery - English, French, Dutch
MP 1676	Age of Discovery - Spanish and Portuguese
MP 33	America - The Melting Pot
MP 2067	The American Experience - Our Living Experience
MP 198	Children of the Wagon Train
MP 934	Colonial Life in a Dutch Manor
MP 2018	Colonial Living
MP 420	18th Century Life in Williamsburg -Cabinet Making
MP 421	18th Century Life in Williamsburg - Community Life
MP 419	18th Century Life in Williamsburg - Home Life
MP 3069	The Frontier Experience
MP 546	Frontier Florida
MP 318	Gold Rush Boy
MP 726	Had You Lived Then - Life in America 1800
MP 1517	The Immigrant Experience
MP 525	Land of Immigrants
MP 1418	The Pilgrims
MP 1680	Puritan Family of New England
MP 646	United States Expansion - Florida
MP 1178	Westward Movement - Settlers of the Old Northwest
MP 1196	Westward Movement - Settlement of the Mississippi Valley
MP 1817	Age of Exploration and Expansion
MP 3399	Gunsmith of Williamsburg - Part I
MP 3400	Gunsmith of Williamsburg - Part II

CORRELATIONS

CURRICULUM FRAMEWORKS - GRADE 8
FLORIDA DEPARTMENT OF EDUCATION

SUBJECT AREA: SOCIAL STUDIES

COURSE NUMBER: 2100000 COURSE TITLE: M/J BASIC UNITED STATES HISTORY

The Museum program will enhance the student's ability to accomplish the following Intended Outcomes. Museum Location: P - Pioneer Room
L - Lobby
C - Crafts

Intended Outcomes	Museum Location
1. Recognize relationships between past and present.	P,C
2. Understand the importance of physical and cultural geography upon the development of the United States.	P
3. Identify important persons, events, and trends in United States history.	P
4. Identify important persons, events, and trends in Florida history.	P,L
5. Recognize that there are multiple interpretations of any historical event.	L
6. Identify the contributions of various ethnic and cultural groups to the development of the pluralistic society of the United States.	P
7. Understand cause and effect relationships in historical development.	P
9. Understand that scientific and technological changes have influenced the historical development of the United States.	L,C
10. Understand the basic concepts of the free enterprise system as practiced in the United States.	P
13. Utilize the appropriate vocabulary, geographic, reference/study, critical thinking, and decision-making skills.	P,L,C

CURRICULUM FRAMEWORKS - GRADE 8
FLORIDA DEPARTMENT OF EDUCATION

SUBJECT AREA: SOCIAL STUDIES

COURSE NUMBER: [illegible]0010 COURSE TITLE: M/J UNITED STATES HISTORY

The Museum program will enhance the Student's ability to accomplish the following Intended Outcomes. Museum Location: P - Pioneer Room
L - Lobby
C - Crafts

Intended Outcomes	Museum Location
1. Understand the relationships between past and present.	P,C
2. Explain the impact of cultural and physical geography upon the development of the United States.	P
3. Explain the importance of individuals, events, and trends in United States history.	P
4. Explain the importance of individuals, events, and trends in Florida history.	P,L
5. Understand that there are multiple interpretations of any historical event.	L
6. Explain the significance of the contributions of various ethnic and cultural groups to the development of the pluralistic society of the United States.	P
7. Understand how cause and effect relationships precipitate change in the development of the United States.	P
9. Explain how scientific and technological changes have influenced the historical development of the United States.	L,C
10. Explain the basic concepts of the free enterprise system as practiced in the United States.	P
13. Utilize the appropriate vocabulary, geographical, reference/study, critical thinking, and decision-making skills.	P,L,C

CURRICULUM FRAMEWORKS - GRADE 8

FLORIDA DEPARTMENT OF EDUCATION

SUBJECT AREA: SOCIAL STUDIES

COURSE NUMBER:--2100020 COURSE TITLE: M/J ADVANCED UNITED STATES HISTORY

The Museum program will enhance the student's ability to accomplish the following Intended Outcomes. Museum Location: P - Pioneer Room
L - Lobby
C - Crafts

Intended Outcomes	Museum Location
1. Analyze the relationships between past and present.	P,C
2. Analyze the relationships between the physical and cultural aspects of geography on the development of the United States.	P
3. Assess the impact that major individuals, events and trends have had on United States history.	P
4. Assess the impact that major individuals, events, and periods have had on Florida history.	P,L
5. Understand that there are multiple interpretations of any historical event.	L
6. Analyze the significance of the contributions of various ethnic and cultural groups to the development of the pluralistic society of the United States.	P
7. Analyze how cause and effect relationships precipitate change in the development of the United States.	P
9. Evaluate how scientific and technological changes have influenced the historical development of the United States.	L,C
10. Analyze basic concepts of the free enterprise system as practiced in the United States.	P
13. Utilize the appropriate vocabulary, geographical, reference/study, critical thinking, and decision-making skills.	P,L,C

STUDENT PERFORMANCE STANDARDS OF EXCELLENCE

FOR FLORIDA SCHOOLS IN SOCIAL STUDIES

GRADE LEVEL 8

The Museum program will enhance the student's ability to accomplish the following skills. Museum Location P - Pioneer Room
L - Lobby
C - Crafts

	SKILL	Museum Location
1015	Synthesize information and ideas from conflicting sources.	L
1016	Identify bias and how it affects explanation of data.	L
1027	Explain the short and long range-effects of specific changes as they relate to major state, national and world events.	P
1028	Explain causes and consequences of specific historical events.	P
1029	Demonstrate the concept of arbitrary periodization of history into appropriate time frames as it related to western and non-western societies.	L
1030	Explain the significance of specific changes from the perspectives of various ethnic groups, social classes and cultures.	P
1069	Explain the difference between elastic and inelastic demand and state an example of each.	P
1070	Define and cite examples of substitute goods and complementary goods.	P
1091	Identify major historical events and trends that have shaped the global development of human culture.	P
1092	Identify the technologies, institutions, languages and beliefs which link the different peoples of the world.	P,C
1111	Given a dilemma situation, identify possible consequences and propose reasons for each.	P

STUDENT PERFORMANCE STANDARDS OF EXCELLENCE
FOR FLORIDA SCHOOLS IN SOCIAL STUDIES
GRADE LEVEL 8

The Museum program will enhance the student's ability to accomplish the following skills. Museum Location P - Pioneer Room
L - Lobby
C - Crafts

	SKILL	Museum Location
1112	Predict behavior from knowledge of beliefs and values.	P
1114	Describe means of transmitting beliefs and values among family members, peer groups, and different cultures using accommodation, acculturation, assimilation, direct transmission and socialization.	L,P,C
1169	Give examples of the positive and negative influences which technology has had on societal concerns and decisions.	C

FREE ENTERPRISE AND CONSUMER EDUCATION OBJECTIVES

GRADE 8

The Museum program will enhance the student's ability to accomplish the following objectives. Museum Location: P - Pioneer Room
L - Lobby
C - Crafts

	Objectives	Museum Location
2.	Identify private property as the basic foundation of a free enterprise system.	P
14.	Identify why scarcity requires choices.	P,C
17.	Define production as the creation of goods or services.	P,C
19.	Identify how substitutions can be used when a resource becomes more scarce.	P
21.	Identify the factors of production as natural resources, labor, capital, and management.	P
31.	Define exchange as obtaining goods and services from others in return for money, credit or other goods and services.	P
32.	Define technology as the use of tools and/or knowledge to produce goods and services.	P,C
35.	Define marketplace as a setting where goods and services are bought, sold, or traded.	P,C
36.	Define supply as the amount of goods or services that sellers are willing to sell.	P
37.	Name some factors which may influence the supply of a good or service.	P,L
38.	Name some factors which may influence the demand of a good or service.	P,L
43.	Define price as the money value set for a good or service.	P
50.	Define consumption as the use of goods and services.	P

COMPREHENSIVE TEST OF BASIC SKILLS

GRADE LEVEL 8

The Museum program will enhance the student's ability to accomplish the following objectives. Museum Location: P - Pioneer Room
L - Lobby
C - Crafts

Level	Objective Number	CTBS Category Objective	Museum Location
DEFGHJ	86	The student will demonstrate an understanding of economic concepts, employment, technology, or commerce.	P,C
DEFGHJ	87	The student will demonstrate an understanding of historical persons, events, or eras.	P,L,C
DEFGHJ	89	The student will demonstrate an understanding of the actions of individuals or groups in American or other societies.	P,L,C
FGHJ	90	The student will demonstrate an understanding of the interrelationships among geography, economics, history, political science, and sociology.	P,L,C

PRE-VISIT ACTIVITIES

SUGGESTED PRE-VISIT ACTIVITIES

1. Have students go back in time. They are to keep a travel diary which details sights, sounds, problems, and feelings as they begin their pioneer experience. Students should name people they would choose to go with them, list the equipment they will need, and hypothesize the problems they might encounter on their trip.

2. List as many reasons you can think of which would explain why someone would leave his surroundings and become a pioneer.

3. What would you see, feel, hear, and touch on a ship as you travel to the new world. You may write a few paragraphs, write from the perspective of one sense, or make a diary entry.

4. Write an essay entitled "I believe the problems faced by the pioneers were..." Have students read their essays to the class. Have the class decide how the pioneer might have solved these problems. How did the pioneer adjust his life to take these problems and solutions into account?

5. Before visiting the Student Museum, have the students list twenty words which describe life on the frontier. After visiting the Museum, have the students revise their list of words.

6. Conduct a debate between settlers who want to settle in a particular area and those who want to move onward. Allow time for research into a particular area of settlement before the debate.

7. Prepare charts showing immigration for various periods of United States history (i.e. the colonial period, the late 1800's). Determine when the greatest number of immigrants came to the United States and from where they came. Compile a list of problems you think these pioneers would have to face.

8. Talk to your parents about your family's history. Try to find out when important "pioneering" events occurred. Make a time line which shows these events. You may draw pictures to illustrate each event. You might use the left side of your time line for your family's history and the right side for important events in United States history. This will enable you to relate important family events to United States history.

9. Talk to your parents about your family's history. Try to find out when and where your family first arrived in the United States. Did they move to another part of the country? Would you consider any of your ancestors pioneers? Why or why not? Write a short history of your family's pioneering experiences.

10. An 1842 "Pioneers Handbook" quoted prices for some basic tools and stock. Each settler would bring most of these items and share with others. Try to figure out how much each of the items in the following list would cost the pioneer.

		ANSWERS
a.	1 yoke oxen	($50.00)
b.	1 double wagon	($40.00)
c.	1 cow	($15.00)
d.	2 log chains	($ 8.00)
e.	1 spade and hoe	($ 2.50)
f.	1 ax	($ 2.00)
g.	1 cradle and scythe	($ 2.00)
h.	1 saw	($ 1.00)
i.	2 chisels	($ 1.00)
j.	2 augers	($ 1.00)
k.	1 rake and pitch fork	($ 1.00)
l.	1 hammer and 10 lbs. nails	($ 1.00)

NAME_____

Assume that you are a pioneer. You will need and/or want to take certain items with you on your journey. Some of these items might make your journey more comfortable while other items might make setting up your new home easier.

1. Study the following list of items. Place a checkmark in the "yes" column if you believe you MUST take that item with you. Place a checkmark in the "no" column if you believe that item should not be taken on your pioneering journey. REMEMBER: Your wagon won't hold everything. Make intelligent choices and take only what you believe is necessary.

YES	NO	ITEM	YES	NO	ITEM
__	__	dishes	__	__	coffee
__	__	cutlery	__	__	handsaw
__	__	pail	__	__	chisel
__	__	kettle	__	__	rifle
__	__	pots	__	__	ammunition
__	__	table	__	__	books
__	__	rocking chair	__	__	hammer
__	__	crib	__	__	pump
__	__	mattress	__	__	bed frame
__	__	candles	__	__	stove
__	__	ax	__	__	ice box
__	__	knife	__	__	butter churn
__	__	fishing gear	__	__	plow
__	__	seeds	__	__	bucket
__	__	flour	__	__	dough box
__	__	blankets	__	__	apple peeler
__	__	music box	__	__	washboard
__	__	rope	__	__	iron
__	__	panes of glass	__	__	firewood
__	__	pitcher	__	__	clock
__	__	nails	__	__	spinning wheel
__	__	scythe	__	__	loom
__	__	salt pork	__	__	corn kernels
__	__	hoe	__	__	bellows
__	__	shovel	__	__	desk

2. Review the items checked under the "Yes" column. Which five items are the most important? (1= most important, 2= next most important, etc.)

1._____ 2._____ 3._____ 4._____ 5._____

3. Why did you choose these 5 items as the most important?

4. If you could add one more item, what would it be? Why?

NAME_____

1500

1600

1700

1800

1900

2000

Construct a time line of Florida history. Use your history textbook or an encyclopedia to find the correct year of each event. How do these events relate to the Pioneering spirit?

Florida becomes the twenty-seventh state

First space shuttle is launched

St. Augustine is established

Henry Flagler extends his railroad from Miami to Key West

First American satellite launched from Cape Canaveral

Ponce deLeon lands in Florida

French establish Ft. Caroline

Florida joins the Confederacy

End of the French and Indian War- Florida to England

DeSoto explores Florida

Castillo de San Marcos built to defend St. Augustine

Alan Shepard becomes the first American in space

End of the American Revolution - Florida to Spain

Florida rejoins the Union after the Civil War

United States takes possession of Florida

Henry B. Plant begins railroad & hotel construction

Carl Fisher begins development of Miami Beach

John Glen becomes the first American to orbit the earth (launched from Cape Canaveral)

Tallahassee is chosen as the territorial capital

Apollo II lands on the moon (launched from Cape Canaveral)

FLORIDA HISTORY TIME LINE ANSWER KEY

1513 - Ponce de Leon lands in Florida

1539 - DeSoto explores Florida

1564 - French establish Fort Caroline

1565 - St. Augustine is established

1672 - Castillo de San Marcos built to defend St. Augustine

1763 - End of the French and Indian War - Florida to England

1783 - End of the American Revolution - Florida to Spain

1821 - United States takes possession of Florida

1824 - Tallahassee is chosen as the territorial capital

1845 - Florida becomes the twenty-seventh state

1861 - Florida joins the Confederacy

1868 - Florida rejoins the Union after the Civil War

1881 - Henry B. Plant begins railroad and hotel construction

1912 - Henry Flagler extends his railroad from Miami to Key West

1919 - Carl Fisher begins development of Miami Beach

1958 - First American satellite launched from Cape Canaveral

1961 - Alan Shepard becomes the first American in space

1962 - John Glen becomes the first American to orbit the earth (launched from Cape Canaveral)

1969 - Apollo II lands on the moon (launched from Cape Canaveral)

1981 - First space shuttle is launched from Cape Canaveral

PIONEER ROOM

PIONEER ROOM

LESSON PLAN

OBJECTIVES

1. The student will understand the reasons for as well as the causes and effects of early European Adventurism in the New World. (Student Performance Standards of Excellence Skills 1027, 1028, 1030, 1091, 1092, and 1111; Comprehensive Test of Basic Skills Objectives 89 and 90; and Florida Department of Education Curriculum Frameworks Intended Outcomes 1, 2, 3, 4, 6, 7)

2. The student will identify and discuss various aspects of the pioneer's life including tools used, housing and its construction, products produced, and lifestyle. (Student Performance Standards of Excellence Skills 1111, 1112, and 1114; Free Enterprise and Consumer Education Objectives 2, 14, 17, 19, and 21; Comprehensive Test of Basic Skills Objective 87; and Florida Department of Education Curriculum Frameworks Intended Outcomes 13)

3. The student will understand various aspects of the pioneer economic system. Student Performance Standards of Excellence Skills 1069 and 1070; Free Enterprise and Consumer Education Objectives 31, 32, 35, 36, 37, 38, 43, and 50; Comprehensive Test of Basic Skills Objective 86; and Florida Department of Education Curriculum Frameworks Intended Outcomes 1, 10, and 13)

I Mural/Triangular Trade

A. Explain and discuss mural

1. different groups which came to the New World
   a) European
      1) flags displayed show European countries
   b) African (see page 30)
      1) flags displayed show African countries (see page 30)

2. triangular trade
   a) define as a type of trade route in which products are traded at three ports rather than the traditional two
   b) follow an example of trade on the mural

B. Discuss reasons and motivations for coming to the New World

1. economic
2. political
3. social
4. religious
5. slaves

C. Discuss life on ships coming to the New World

1. crew and general conditions (see page 31)
2. colonists (see page 33)
3. slaves (see page 35)

D. The European Tradition

1. contributions of Native Americans
   a) new foods (examples)
      1) corn
      2) chocolate
      3) peanuts
      4) beans
      5) squash
      6) potato
      7) tomato
      8) turkeys
      9) strawberries
   b) food growing skills
   c) canoe
   d) hunting skills

2. contributions of Europeans
   a) work animals
   b) metal tools
   c) wheels
   d) language
   e) customs
   f) structures and buildings
      1) log cabins (by Swedes, Germans brought to the South)
      2) brick
      3) multi-level dwellings

3. contributions of blacks
   a) leadership in exploration
      1) Estavanico
   b) development of the Southern economy
      1) work on plantations
      2) crops produced by plantations
   c) many owned their own land (Free Blacks)
      1) cleared land
      2) success producing crops
   d) served as apprentices in many trades
      1) men
         a. baker
         b. barber
         c. blacksmith
         d. boat builder
         e. bricklayer
         f. brick maker
         g. carriage maker
         h. cooper
         i. farmer
         j. harness maker
         k. mariner
         l. painter
         m. shoemaker
         n. tailor
         o. waiter
      2) women
         a. spinners
         b. weavers
         c. cook
         d. house servant
         e. milliner
         f. seamstress
      3) many took this knowledge and became quite wealthy
         a John C. Stanley amassed a fortune by farming in North Carolina and operating a barber shop
            1. 1805 - purchased his wife, his two children, and his wife's brother
      4) other occupations
         a. fishermen
         b. gardners
         c. miners
         d. railroad hands
         e. servants
         f. timber heaver
   e) worked against slavery
   f) southern drawl
         a. white men spoke softly and slowly to be neighborly
         b. slaves spoke even more slowly as a sign of respect and to avoid punishment
         c. these two factors evolved into the familiar Southern drawl

E. Early Florida History
1. Indians
a) major tribes
1) Calusa
2) Timucua
3) Apalachee
2. explorers
a) Spanish
1) Juan Ponce de Leon
2) Panfilo de Narvaez
a. explored Florida
3) Hernando de Soto
a. explored Florida
4) Tristan de Luna
a. colony at Pensacola Bay
5) Juan Jordan
a. Pensacola
b) French
1) Jean Ribault
a. colony at mouth of St. Johns River
2) Rene Goulaine de Laudonniere
a. Fort Caroline on St. Johns River
c) English
1) Robert Searles and James Moore
a. conducted raids on Spanish settlements
3. French and Indian War
a) Treaty of Paris, 1763
1) Florida transferred to England
4. The American Revolution
a) Treaty of Paris, 1783
1) Florida transferred to Spain
5. Adams - Onis Treaty
a) Florida returned to England
b) Florida becomes a state on March 3, 1845
c) the 27th state
6. Pioneer Florida
a) 1828 - Captain Basil Hull of the Royal Navy talked of immigrants bound to Florida, an El Dorado, the finest country in the world with a delightful climate, rich soil, and plenty of room
b) wild swine, cattle, and horses were "running wild" and taken by the settlers -- they may have actually belonged to the Indians
c) Florida was "a fine grazing country where grass abounds in the open pine woods and savannas and swamps furnish inexhaustable supplies of winter range"
d) many graziers and farmers had thousands of head of cattle
e) 1850 -- Alachua - 7,000 to 10,000 head of cattle could be seen grazing at once
f) Florida ranked next to Texas in per capita valuation of livestock in 1850, and both ranked ahead of any other state in the Union

II Establish Pioneer Scenario

A. Discussion Questions

1. What is a pioneer?
   a) definition - a person who ventures into unknown territory

2. Are there any pioneers today?
   a) yes

3. Who might be considered a pioneer today?
   a) space personnel
   b) those on the leading edge of technology
   c) scientists

4. How many of you have moved? For what reasons?

5. What were your feelings about moving (becoming a pioneer)?

6. Did you leave friends and family behind?

7. How did you feel about leaving them behind?

8. How did you cope with these feelings?

9. What did you dream your new home and area would be like?

10. What was it really like?
    a) discuss climate, housing, people, etc.

11. Do you like your new home or would you rather go back?

12. Did you like your new home once you got used to it?

B. Conclusion

1. Many of you were "Pioneers" the same as the people who live here (the cabin). You have had many of the same feelings that this pioneer may have had.

III Tools and Their Uses

A. Tools (discuss the purpose of each)

1. burl mallet
2. drawknife
3. auger (dated after 1850 due to shape of handle)
4. clamp
5. plane
6. gouge
7. frame carpenter's saw
8. plank saw (on cabin)
9. awls
10. adze

B. Conclusions

1. the pioneer does woodworking
2. he might sell or trade finished goods

IV Cabin Construction

A. Notch Styles

1. dovetail notch
   a) show example
   b) ask what are good and bad points about this style

2. double notch
   a) show example
   b) ask what are good and bad points about this style

3. sharp notch
   a) show example
   b) ask what are good and bad points about this style

4. lock mortise notch
   a) show example
   b) ask what are good and bad points about this style

B. The Cabin

1. roof
   a) notice construction - no cap - the roof would have been positioned to allow as little rain to enter as possible

2. chimney
   a) wood and mud - had to keep replacing the mud as it dried and came off

3. hinges
   a) metal - did the pioneer make these?

4. door handle
   a) wood - made by pioneer
   b) rope - did the pioneer make the rope?

5. door bracing
   a) constructed like this to keep the door from sagging

6. notch style
   a) dovetail
   b) why?
      1) water could drain from the joints
      2) especially important in Florida

7. chinking
   a) usually made of mud
   b) made the cabin more weather-tight and secure

V The Trader and His Goods

A. Scenario

1. the trader has just arrived at the Pioneer's cabin to barter

B. Products Brought by the Trader

1. discuss each product
   a) usefulness to the Pioneer or his family
   b) would the Pioneer and/or his family <u>need</u> this product and why
   c) would the Pioneer and/or his family <u>want</u> this product and why
   d) is this a product brought from "town" or is it one the pioneer has acquired from other pioneers

2. the products
   a) basket
   b) basket and pine cones
   c) buckets
   d) ax heads
   e) containers of beads
   f) hides and furs
   g) barrel
   h) flint
   i) cut nails
   j) tin cups
   k) ribbon, lace, and buttons
   l) seeds
   m) string of beads
   n) candles
   o) cloth
   p) top hat
   q) blankets
   r) boxes
   s) chewing tobacco
   t) pipes
   u) metal boxes
   v) round storage boxes
   w) flour and coffee sacks

3. what could the pioneer trade for products he needed or wanted?
   a) possible answers
      1) furs and hides
      2) finished gun stock
         a. use gun as example - the pioneer would probably get the unfinished stock from the trader, finish it, and trade it back if he didn't need it himself
      3) wood products
      4) baskets
      5) barrels
      6) farm goods
      7) salted meat
      8) fish

4. review economic terms as they apply to the pioneer trade system
   a) production
      1) the creation of goods or services
   b) exchange
      1) obtaining goods and services from others in return for money, credit, or other goods and services
   c) technology
      1) the use of tools and/or knowledge to produce goods and services

d) marketplace
   1) a setting where goods and services are bought, sold, or traded
e) supply
   1) the amount of goods or services that sellers are willing to sell
f) price
   1) the money value set for a good or service
g) consumption
   1) the use of goods and services

VI The Cabin

A. Give half of group the worksheet and allow them to begin their work. The other half of the group will go into the cabin.

B. NOTE: TELL STUDENTS THAT THE CABIN DOOR HAS A LOW CLEARANCE. BE SURE TO WATCH YOUR HEAD AS YOU ENTER AND EXIT THE CABIN.

C. Items in Cabin

1. lantern
   a) notice holes - allowed light to escape but the wind would not blow out the candle

2. hats
   a) ask if they are homemade or manufactured

3. gun
   a) relate to gun blank outside

4. clothing

5. leather pouch
   a) ask if homemade or manufactured

6. jugs

7. broom
   a) ask if homemade or manufactured

8. wooden bowls
   a) used adze or scorp to fashion the bowl

9. tin pitchers

10. jars
    a) ask for what use - preserving food

11. metal pot
    a) did the pioneer make it?
    b) why or why not?

12. tin plates
    a) what else could have been used?
    b) why does the pioneer have tin plates?

13. wood box and mirror
    a) what might be the importance of the mirror?
       1) special gift or treasure for a little girl

14. toys
    a) playing cards
    b) doll
    c) ball and cup
    d) flute
    e) tops
    f) marbles

15. scissors and cloth packet

16. book - The American Frugal Housewife (1832)

17. photo album

18. blanket
    a) may have been used as the bed

D. Change Groups

1. give the group in the cabin the worksheet and allow them to begin work

2. bring into the cabin the other half of the group and repeat part C

E. Allow time for all students to complete worksheet

VII Conclusion

1. students give answers to worksheet questions
2. ask students to draw conclusions about the pioneer experience

PIONEER ROOM

FLAG LOCATIONS

				Row #
Ghana	Cameroon	Togo		6
Poland	Nigeria	Ivory Coast	Equatorial Guinea	5
England	Finland	Ireland		4
Czechoslovakia	East Germany	West Germany	Hungary	3
Switzerland	Norway	Denmark		2
Sweden	Italy	Spain	France	1

entrance

Crew & General Conditions

The beakhead (bilge) was the bathroom.
The bilge water was used for the bathroom and cooking water --captain--"the funks from the bilge was terrible."

Ship's masts were put on gold or silver coins for good luck.

The best wood for a mast came from a tree at which an infant had been buried -- the ghost would protect the ship.

Sailors wore a gold earring -- if they fell overboard and drowned, when they washed up on shore, the gold earring would pay for their funeral.

Rations -

3 non-meat days

1 pound biscuit
½ pound fish or cheese
1 gallon beer

4 meat days

½ pound biscuit
1 pound meat (called salthorse - put in salt brine, beef or pork but you couldn't tell - it could be horse)
1 gallon beer

Punishments

Cleaning the bilge

Spending the night in the bilge

"put in basket" - locked in a basket which hangs over the side -- have some food and a knife -- choice -- starve to death or cut the rope and drown

For murder -- tied to the person killed and thrown overboard

Keelhauling - 2 ropes (being pulled apart) -- thrown overboard and pulled along bottom of the ship to the other side

For stealing food - hands nailed to the mast - peeling skin, then drawn and quartered

Colonists

Each colonist had 4 cubic feet for himself and his belongings.

Colonists did not take baths. (it was said that people took three baths in their lifetime -- the day they were born, the day they married, and the day they died)

The colonists were kept on the mid-deck (18' x 38'). This area held all their supplies and a few months supplies for the colony.

The trip took 6-8 weeks.

Colonists were landlubbers - therefore, they became seasick.

They would sleep against a post, the side of the ship, or on the floor. Usually 30-40 people were on a ship.

The colonists were considered excess baggage; they could not go on deck because they would be in the way.

Fleas were so bad on the ship that babies were often so flea-bitten they were bloodied.

Cockroaches bad - "most successful immigrant."

Crossing the Atlantic During a Stormy Passage

by William Smith

"I heard the mate order the hatchways to be fastened down, (an order indispensably necessary to the safety of the ship.) The order was quickly obeyed, and from that time commenced our suffering. The increasing violence of the storm, the moaning and creaking of the ship, the howling of the wind, and the roaring of the waves, was horrible to those not accustomed to such scenes...

About midnight, a number of boxes and barrels broke loose and rolled from side to side, according to the motion of the ship, breaking the water cans and destroying everything capable of being destroyed by them; to fasten them was almost impossible, for we could not keep ourselves from sliding down without grasping something. In a few minutes the boxes and barrels broke to atoms, scattering the contents in all directions -- tea, coffee, sugar, potatoes, pork, shirts, trowsers, vests, coats, handkerchiefs, &c., &c, were mingled in one confused mass. The cries of the women and children was heart-rending; some praying, others weeping bitterly, as they saw their provisions and clothes (the only property they possessed) destroyed. The passengers being sea-sick, were vomiting in all parts of the vessel; the heat became intense in consequence of the hatchways being closed down, and the passengers, 300 in number, being thus kept below, we were unable to breathe the pure air or see the light of heaven but a few hours at a time. The scent arising from the matter vomited up, and from other causes, became intolerable. Things continued in this way until the fourth day, when the storm abated, and the hatchways were opened. Most of the passengers were so eager to get on deck that they pushed each other off the ladder; several were severely hurt..."

SLAVES

Many slave ships only had 18 inches between decks.

The bodies of slaves who died were thrown overboard. For this reason, sharks always followed the slave ships on their frightful journeys across the ocean.

Slave ships smelled so badly that the owners often burned them to the waterline at the end of the trip.

The first thing I saw when I got to the coast was the sea. I also saw a slave ship which was waiting for its cargo. These filled me with so much astonishment and terror, that I still cannot fully describe my feelings at the time.

Once I was on the ship I saw a large furnace and a great many black people chained together. I did not doubt my fate once I saw the sadness and horror which their faces expressed. Overcome with horror and grief, I fainted on the deck.

I was put down under the decks, and with the terrible smells that I encountered there and the crying, I became so ill and dejected that I had neither the desire nor the ability to eat. I wished for death to relieve me. Soon, two white men offered me food. When I refused to eat, one of them held me by the hands and laid me across the windlass. My feet were then tied and I was whipped severely...

Shortly after, I found some people from my own nation among those who were chained. I asked them what was to be done with us. They told me that we were to be taken to the white people's country where we would be made to work for them. I was then a bit revived and thought if it were no worse than working, my situation was not as desperate as I had first imagined. However, since the white people looked and acted so savagely, I still feared that I would be put to death.

One day two of my countrymen who were chained together jumped into the sea. They preferred death to a life of such misery. Then another followed their example. I believe that many more would have done the same if they had not been prevented by the ship's crew who were immediately alarmed. The most active of us were then put under the deck. There was much noise and confusion with the people of the ship shouting to stop the ship and go back to those who had jumped into the water. Two of the poor creatures drowned. The other was saved but afterwards he was whipped unmercifully for having preferred death to slavery.

Adapted from Gustavus Vassa, The Interesting Narrative of the Life of Olaudah Equiana, or Gustavus Vassa, the African

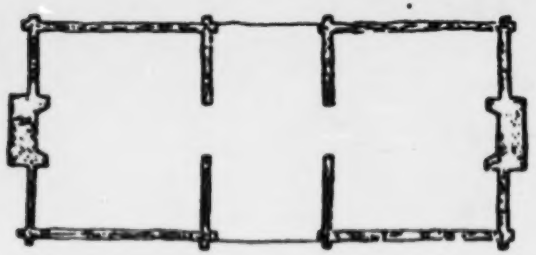
Pioneering was a cooperative effort

A 'Pioneers' Handbook' circulated in 1842 quoted prices for some basic tools and stock. Each settler bought some of the items and then shared with fellow settlers who had purchased other items on the list.

Here are some of the necessities listed in the handbook, along with estimated prices.

1 yoke oxen	$50.00
1 double wagon	40.00
1 cow	15.00
2 log chains	8.00
1 drag	5.00
1 spade and hoe	2.50
1 ax	2.00
1 cradle and scythe	2.00
1 saw	1.00
2 chisels	1.00
2 augers, 1" and 1½"	1.00
Rake and pitch fork	1.00
1 hammer and 10 lbs. nails	1.00

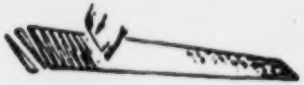
I. WHAT IS IT? Identify the following pictures. All answers can be found in the Pioneer Room.

1) 

2)

3)

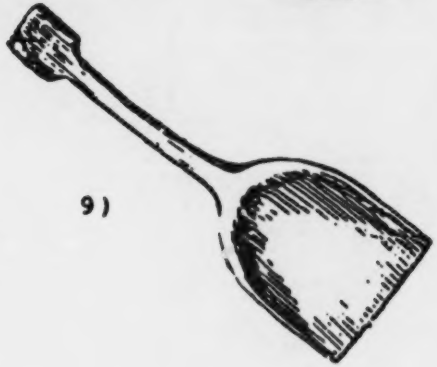
4)

5) 

6)

7)

8)

9) 

10)

1) TWO CABINS UNDER ONE ROOF

2) THE PIONEERS' FIRST HOME

3) USED FOR DRINKING

4) A TYPE OF HAMMER

5) NAILS MADE AFTER 1800

6) HAND MADE NAILS

7) A TYPE OF PITCHER

8) USED TO MAKE BUTTER

9) USED TO SHOVEL GRAIN

10) A LARGE SAILING SHIP

II VOCABULARY:

Find the words which are being defined.

_____ 1) trading something you have extra of for something you need

_____ 2) "making do" with what you have

_____ 3) a place for the pioneer to take items he had to trade

_____ 4) one of the first settlers in an area

III NOTCH STYLES:

Analyze the four examples of log cabin construction. Think of stability, weather, ease of construction, and the like when you list good and bad points about each type of cabin construction.

NOTCH STYLE	POSITIVE	NEGATIVE
DOUBLE NOTCH		
SHARP NOTCH		
DOVETAIL NOTCH		
LOCK MORTISE NOTCH		

IV SEQUENTIAL ORDER

Study the wall titled TRADE - A Pioneering System. The items below are not in the correct order. Number them in order from the pioneer to the coast. (1 is first, 7 is last)

____A) trading post owner trades with settlers

____B) local merchants trade for goods on ship

____C) pioneer makes or grows a product that has value

____D) merchant in a settlement trades goods with the owner of the trading post

____E) pioneer travels to the trading post

____F) a ship arrives with fruit, dishes, gunpowder, nails, and other goods which the pioneers need

____G) bartering takes place

V TRADE

In the pioneer trade system goods either went from the homestead or from the store. Indicate the direction of the following goods.

S - from the store P - from the pioneer homestead

____A) iron goods ____F) tea

____B) eggs ____G) rum

____C) furs ____H) chickens

____D) butter ____I) silk

____E) china ____J) buttons

VI SILHOUETTES:

Look at the silhouettes at the top of the walls. List some of the activities of a young pioneer.

VII QUESTIONS:

Answer the following questions using the pioneer room as your source of information.

A) What do you think some of the chores of a young pioneer were?

B) What were the origins of the pioneers?

C) What does the pioneer do for a living?

What proof do you have?

D) Explain this statement - "Work meant life and life meant work."

VIII CONCEPTS

In each of the following items, four of the five words or phrases are related in some manner. Decide which word or phrase is not related and cross it out. Then, write a sentence which explains the relationship of the four remaining words or phrases.

1. French - English - Africans - Chinese - Indian

2. Lean to - wood cabin - tent - sod house - mansion

3. Saw - chisel - ax - needle - plane

4. Needle - candle - plow - ladle - pot

5. Small windows - inside latch - cots - gun - sturdy construction

6. Colored beads - nails - tobacco - ax heads - rough gun stock - land

7. Farming - raising livestock - hunting - trader - politician

8. Corn - milk - eggs - grain - kettle

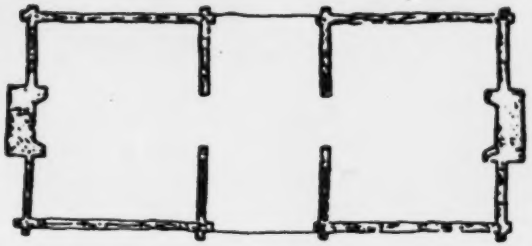
9. Florida - Eastern valleys - Midwest forest - prairies - mountains

IX INTERDEPENDENCY: Complete the following puzzle to help you understand the concept of interdependency.

I - NATIVE Americans
N - Scarce material pioneers could not manufacture themselves, needed for log cabin
T - durable material used to make eating and drinking utensils
E - continent home of most early Americans
R - used like money for trading purposes; soft and warm
D - swap
E - to ship out; sending goods (i.e. baskets and honey)
P - bring in for consumption; intake (i.e. nails, cloth, dishes, kettles, ax heads)
E - used by Indians to decorate body, held by string; colorful
N - four-legged pioneers
D - made by pioneers; a bright idea
E - a hard substance used to make pitchers and nails; the pioneer could not make his own
N - explosive powder, unknown to Indians; rifle ammunition
T - Pioneer women's craft, woven with straw; container

THE PIONEER SCAVENGER HUNT

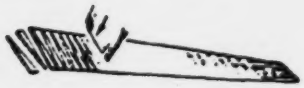
I. WHAT IS IT? Identify the following pictures. All answers can be found in the Pioneer Room.

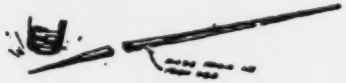
1) 

2)

3)

4)

5) 

6) 

7)

8)

9)

10)

1) dog trot cabin
TWO CABINS UNDER ONE ROOF

2) three sided shelter
THE PIONEERS' FIRST HOME

3) tankard
USED FOR DRINKING

4) mallet
A TYPE OF HAMMER

5) cut nails
NAILS MADE AFTER 1800

6) wrought nails
HAND MADE NAILS

7) noggin
A TYPE OF PITCHER

8) churn
USED TO MAKE BUTTER

9) grain shovel
USED TO SHOVEL GRAIN

10) packet
A LARGE SAILING SHIP

II VOCABULARY:

Find the words which are being defined.

bartering 1) trading something you have extra of for what you need

self-sufficient 2) "making do" with what you have

trading-post 3) a place for the pioneer to take what he had to trade

pioneer 4) one of the first settlers in an area

III NOTCH STYLES:

Analyze the four examples of log cabin construction. Think of stability, weather, ease of construction, and the like.

(answers will vary)

NOTCH STYLE	POSITIVE	NEGATIVE
DOUBLE NOTCH	easy to make	not sturdy
SHARP NOTCH	easy to make sturdy	water can drain to inside
DOVETAIL NOTCH	water can drain to outside only	somewhat difficult to make
LOCK MORTISE NOTCH	very sturdy	most difficult to make-time consuming

IV SEQUENTIAL ORDER

Study the wall titled TRADE - A Pioneering System. The items below are not in the correct order. Number them in order from the pioneer to the coast. (1 is first, 7 is last)

4 A) trading post owner trades with settlers

6 B) local merchants trade for goods on ship

1 C) pioneer makes or grows a product that has value

5 D) merchant in a settlement trades goods with the owner of the trading post

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V TRADE

In the pioneer trade system goods either went from the homestead or from the store. Indicate the direction of the following goods.

S - from the store P - from the pioneer homestead

S A) iron goods

P B) eggs

P C) furs

P D) butter

S E) china

S F) tea

S G) rum

P H) chickens

S I) silk

S J) buttons

VI SILHOUETTES:

Look at the silhouettes at the top of the walls. List some of the activities of a young pioneer.

Playing, milking the goat, reading, gathering apples, feeding animals, cooking, & various chores

VII QUESTIONS:

Answer the following questions using the pioneer room as your source of information.

A) What do you think some of the chores of a young pioneer were?

Taking care of younger children, gathering wood, harvesting crops, feeding animals, milking, gathering food, cooking

B) What were the origins of the pioneers?

Europe - Africa (see flags)

C) What does the pioneer do for a living?

(answers will vary) woodworking, hunting, farming, basket making

What proof do you have?

various items in room

D) Explain this statement - "Work meant life and life meant work."

(answers will vary) One had to work in order to survive as a pioneer. Usually, the work was very hard and lasted most of the day. The young and the old all had to work in order for the pioneer experience to be a success.

VIII CONCEPTS

In each of the following items, four of the five words or phrases are related in some manner. Decide which word or phrase is not related and cross it out. Then, write a sentence which explains the relationship of the four remaining words or phrases.

1. French - English - Africans - ~~Chinese~~ - Indian
2. Lean to - wood cabin - tent - sod house - ~~mansion~~
3. Saw - chisel - ax - ~~needle~~ - plane
4. Needle - candle - ~~plow~~ - ladle - pot
5. Small windows - inside latch - ~~cots~~ - gun - sturdy construction
6. Colored beads - nails - tobacco - ax heads - rough gun stock - ~~land~~
7. Farming - raising livestock - hunting - trader - ~~politician~~
8. Corn - milk - eggs - grain - ~~kettle~~
9. Florida - Eastern valleys - Midwest forest - ~~prairies~~ - mountains

IX INTERDEPENDENCY: Complete the following puzzle to help you understand the concept of interdependency.

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P - bring in for consumption; intake (i.e. nails, cloth, dishes, kettles, ax heads)
E - used by Indians to decorate body, held by string; colorful
N - four-legged pioneers
D - made by pioneers; a bright idea
E - a hard substance used to make pitchers and nails; the pioneer could not make his own
N - explosive powder, unknown to Indians; rifle ammunition
T - Pioneer women's craft, woven with straw; container

THE PIONEER SCAVENGER HUNT

			I	n	d	i	a	n	s
			N	a	i	l	s		
			T	i	n				
			E	u	r	o	p	e	
		f	u	R					
	t	r	a	D	e				
			E	x	p	o	r	t	
		i	m	P	o	r	t		
			b	E	a	d	s		
			a	N	i	m	a	l	s
		a	n	D	l	e	s		
			m	E	t	a	l	s	
			g	u	N	p	o	w	d	e	r
b	a	s	k	e	T	s					

BEING AN HISTORIAN:

REACHING CONCLUSIONS

USING PHOTOGRAPHS AND THE NEWSPAPER

BEING AN HISTORIAN:

REACHING CONCLUSIONS

USING PHOTOGRAPHS AND THE NEWSPAPER

LESSON PLAN

OBJECTIVE

1. The student will analyze historic photographs and a newspaper making observations and inferences to draw conclusions. (Student Performance Standards of Excellence Skills 1015, 1016, 1029, and 1114; Free Enterprise and Consumer Education Objectives 37 and 38; Comprehensive Test of Basic Skills Objective 87; and Florida Curriculum Frameworks Intended Outcomes 9 and 13)

I Introduction

A. Discuss How the Historian Learns About the Past

1. use of different sources
   a) primary
   b) secondary
   c) letters
   d) diaries
   e) eyewitness accounts
   f) photographs
   g) newspapers
   h) research methods

2. stress the importance of photographs as a primary source for the historian
   a) can photographs "lie"
   b) what can be learned from a photograph
      1) clothing styles
      2) buildings
      3) housing
      4) transportation
      5) use of animals
      6) types of business
      7) social changes
      8) important items in this society

II The West Wing

A. Discuss How the Photographs are Categorized

1. major topics are titled
   a) this is similar to the way information is arranged in a library
   b) one can easily find information called for by determining the topic of information
   c) once the topic of information has been determined, one goes to that section of photographs to find the specific information asked for

B. Worksheet

1. give each student the **REACHING CONCLUSIONS USING PHOTOGRAPHS** sheet
   a) explain that we are going to find the answers to 10 questions by using the photographs in the West Wing
   b) the answers to these questions will help us learn about Sanford at the turn of the century

2. allow time for students to complete the sheet

3. move to the Turn of The Century Classroom for discussion of the answers

III Turn of the Century Classroom

A. Discuss **REACHING CONCLUSIONS USING PHOTOGRAPHS** Sheet

1. have students answer each question
   a) see page 50 for answers

2. ask discussion questions
   a) see page 51 for questions and answers

B. Pass out 1910 newspapers and discuss items included on **ITEMS TO BE DISCUSSED BEFORE WORKSHEET** (see page 53 --<u>be sure to discuss item # 15 before moving on)</u>

C. Pass out **THE CELERY CITY INDUSTRIAL SECTION** worksheet

1. we are now going to learn more about turn of the century Sanford using a special newspaper section published in 1910

2. allow time for students to complete the questions

3. review answers to the questions
(see page 58)

4. conclusion: question #12 on sheet

BEING AN HISTORIAN

REACHING CONCLUSIONS USING PHOTOGRAPHS

WEST WING

1. In the first graduating class of Sanford High School (now the Student Museum) what was the last name of Peachea?

_____

2. In 1906, what steamboat was on Lake Monroe in Sanford?

_____

3. What weather event occurred in both 1886 and 1895 which almost wiped out the agricultural businesses in Sanford?

_____

4. What is the cancellation date on the world's largest postcard?

_____

5. What year was the Episcopal Church in Sanford destroyed by a hurricane?

_____

6. When was the first restaurant opened in Sanford? Who opened it?

_____

7. Who owned the Sanford Electric Company? What was its telephone number?

_____

8. What year was the agricultural firm of Chase and Company established?

_____

9. In what year was the first automobile introduced in Sanford?

_____

10. Who was the teacher of the class of 1919-1920 at the Sanford Grammar School (now the Student Museum)?

_____

ANSWERS

BEING AN HISTORIAN

REACHING CONCLUSIONS USING PHOTOGRAPHS

WEST WING

1. In the first graduating class of Sanford High School (now the Student Museum) what was the last name of Peachea?

   Leffler Wiggins

2. In 1906, what steamboat was on Lake Monroe in Sanford?

   "Clara"

3. What weather event occurred in both 1886 and 1895 which almost wiped out the agricultural businesses in Sanford?

   freeze

4. What is the cancellation date on the world's largest postcard?

   May 9, 1952

5. What year was the Episcopal Church in Sanford destroyed by a hurricane?

   1878

6. When was the first restaurant opened in Sanford? Who opened it?

   1909 by Harry Wise

7. Who owned the Sanford Electric Company? What was its telephone number?

   E. C. Harper, 442

8. What year was the agricultural firm of Chase and Company established?

   1883

9. In what year was the first automobile introduced in Sanford?

   1903 or 1904

10. Who was the teacher of the class of 1919-1920 at the Sanford Grammar School (now the Student Museum)?

    Miss Owen

DISCUSSION

REACHING CONCLUSIONS USING PHOTOGRAPHS

1. What did you learn about Sanford at the turn of the century?

   (possible answers include the importance of agriculture, transportation, weather disasters, the coming of electricity, the phone system, social life, schools, building design)

2. Which photograph did not help you learn about Sanford at the turn of the century? Why?

   (the postcard -- it is dated May 9, 1952 -- this is not the turn of the century)

3. What other photographs in this area would help you learn about Sanford at the turn of the century? Why?

   (answers will vary depending on the photographs selected-examples could include the Farmer's Day Parade, school pictures, graduation programs, railroads, other forms of transportation, and the like)

4. Would the canoe displayed in the west wing help you learn about Sanford? At the turn of the century?

   (possibly, since it was found near Longwood -- no, it does not pertain to the turn of the century)

5. Someone volunteer to tell me about the history of Sanford at the turn of the century based on the photographs in the west wing.

6. Do you have a COMPLETE picture of the history of Sanford at the turn of the century? Why?

   (no, you do not have a COMPLETE picture of Sanford at the turn of the century because there is not enough information presented)

7. Would a newspaper published at the turn of the century help us get a better understanding of the history of Sanford at the turn of the century? Why?
Would the classroom we are now in help us get a better understanding? Why?

(yes -- the newspaper is a primary source written at the time we are studying -- however, it may contain biases in its reporting -- the classroom shows us what it was like to go to school in Sanford at the turn of the century)

8. If there is time, have the students write the following events on the back of their paper:

first automobile
first graduating class of Seminole High School
the beginning of Chase and Company
the first restaurant
the hurricane

Number these events in chronological order

1) hurricane 1878
2) Chase and Company 1883
3) first automobile 1903-1904
4) first graduating class 1907
5) first restaurant 1909

1910 INDUSTRIAL SECTION

ITEMS TO BE DISCUSSED BEFORE WORKSHEET

1. Page 9 -- bottom -- restaurant owned by Harry Wise (relate to picture in the west wing)

2. Page 11 -- How much interest does the Peoples Bank of Sanford pay on savings deposits?
(4%)

3. Page 15 -- Sanford Garage advertisement -- What kind of cars are serviced at the Sanford Garage? Which one is still made today?
(Buick, Chalmers-Detroit, and Hudson cars -- Buick)

4. Page 15 -- Why is Sanford "lucky?"
(escapes windstorms and cyclones (tornado))

5. Page 16 -- Scenes of life in Sanford
(have students look at photographs and give examples of events in Sanford such as the fish fry, band, barbecue, etc.)

6. Page 20 -- The Sanford House Hotel
(notice the luxury accommodations)

7. Page 29 -- C. H. Dingee Plumbing and Gas Fitting advertisement
(notice the modern bathroom)

8. Page 31 -- Cost and Profits for developing a ten-acre tract of land. Why would this be included in the Industrial Section?
(to convince people that it is profitable to farm in Sanford)

9. Page 35 -- Notice the artist's rendition of the addition to the Sanford High School (now the Student Museum).
(the addition is behind the school, not at the sides as it is today)

10. Page 41 -- Chase and Company advertisement
(relate this advertisement to the photograph observed in the west wing earlier -- importance of agricultural business)

11. Page 43 -- bottom -- Points of Interest -- list towns and have students tell where they are located
(Apopka - West Orange, Altamonte - Middle Orange, Oviedo - East Orange)

12. Page 54 -- What soft drinks are bottled in Sanford? (Coca-Cola and Pepsi-Cola)

13. Can you list examples of bias in this newspaper? (examples are numerous -- this is a special section of "The Sanford Herald" designed to attract people to the Sanford area)

14. Pass out **THE CELERY CITY INDUSTRIAL SECTION** worksheet. Have students turn to page 2 in their newspapers. Find the heading **SANFORD To-day.** I am going to read you some definitions of words which we do not usually use today. Pay close attention because you will need to use the definitions of these words in a few minutes.

    Read the following definitions.

    a. sanguine - confident

    b. munific - bountiful

    c. enthronement - in a position of power

    d. artesian - a well in which the water flows to the surface without being pumped

    e. metropolis - a large city that is a center of business and culture

    f. mecca - a place of special attraction

    g. acme - perfection

BEGIN WORKING ON **THE CELERY CITY INDUSTRIAL SECTION** SHEET.

"THE CELERY CITY INDUSTRIAL SECTION"

published by

"THE SANFORD HERALD"

November 25, 1910

1. You have heard the definitions of the words sanguine, munific, enthronement, artesian, metropolis, mecca, and acme. Look at the top left of page 2 and rewrite the section in dark print titled **"SANFORD To-day."** Use your own words so everyone will understand what you are saying about Sanford.

_____

_____

_____

2. Read the rest of the article titled **"SANFORD To-day"** and write a sentence describing the Sanford of 1908 and the Sanford of 1910. (Hint: Look at the top of page 2)

1908	1910

3. Find the Underwood Factory and Sales Establishment advertisement on page 9. Why is a business still selling buggies in 1910 when we know the first car arrived in Sanford in 1903 or 1904?

4. Find the advertisement titled **"Nature's Wonderful Fountain"** on page 9. What product is being sold? From where does it come? Why do you think this product is not sold today?

5. Look at the **Peoples Bank of Sanford** advertisement on page 11. How much in deposits did this bank record in 1906? How much in 1910? What does this tell you about the business climate in Sanford?

6. Look at the **FIRST NATIONAL BANK OF SANFORD** advertisement on page 33. What are its assets? How does this bank compare with the Peoples Bank of Sanford? In which bank would you prefer to keep your money? Why?

7. Look at the **SANFORD MACHINE & GARAGE COMPANY** advertisement on page 39. How much did each of the following automobiles cost?

   a. The Speedwell $

   b. Studebaker Flanders "20" $

   c. E.M.F. "30" $

8. Look at pages 34 and 35. How much did the new school in Sanford cost?

   Why was a new school built?

   How many students were in the class of 1910 at Sanford High School?

9. Turn to page 24 and read the article titled **"ORANGE COUNTY."** List five items which would make you want to move to Orange County.

   a.

   b.

   c.

   d.

   e.

10. Look at the advertisements on pages 47 and 67. How can one get from New York to Sanford? Which would you prefer to take? Why?

11. Look at pages 4 & 5 and 62 & 63. Write a paragraph to a relative in the north describing life in Sanford. Try to make your paragraph so interesting that they will want to pack and move to Sanford the day they get your letter.

12. Do you now have a better idea of life at the turn of the century in Sanford after using the photographs in the lobby and the newspaper? Why or why not? Do you now have a COMPLETE picture of life in Sanford at the turn of the century? Why or why not?

"THE CELERY CITY INDUSTRIAL SECTION"

published by

"THE SANFORD HERALD"

November 25, 1910

1. You have heard the definitions of the words sanguine, munific, enthronement, artesian, metropolis, mecca, and acme. Look at the top left of page 2 and rewrite the section in dark print titled **"SANFORD To-day."** Use your own words so everyone will understand what you are saying about Sanford.

(sample answer) Sanford is a large city in a position of power on the St. Johns River. Sanford is the business and cultural center of the area and is a special place.

2. Read the rest of the article titled **"SANFORD To-day"** and write a sentence describing the Sanford of 1908 and the Sanford of 1910. (Hint: Look at the top of page 2)

1908	1910
1) speck on the map 2) no street cars 3) few paved roads 4) no electric power & lights 5) small population	1) thriving city 2) street cars 3) paved roads 4) electric power and lights 5) doubled population

3. Find the Underwood Factory and Sales Establishment advertisement on page 9. Why is a business still selling buggies in 1910 when we know the first car arrived in Sanford in 1903 or 1904?

Many people cannot afford an automobile. Also, rural areas with few paved roads made an automobile impractical.

4. Find the advertisement titled **"Nature's Wonderful Fountain"** on page 9. What product is being sold? From where does it come? Why do you think this product is not sold today?

   bottled water
   Wekiva River
   pollution

5. Look at the **Peoples Bank of Sanford** advertisement on page 11. How much in deposits did this bank record in 1906? How much in 1910? What does this tell you about the business climate in Sanford?

   $22,291.90
   165,757.67 Business is growing in Sanford.

6. Look at the **FIRST NATIONAL BANK OF SANFORD** advertisement on page 33. What are its assets? How does this bank compare with the Peoples Bank of Sanford? In which bank would you prefer to keep your money? Why?

   $25,000.00
   25,000.00
   7,163.17
   $57,163.17

7. Look at the **SANFORD MACHINE & GARAGE COMPANY** advertisement on page 39. How much did each of the following automobiles cost?

   a. The Speedwell $2,500 to $3,800

   b. Studebaker Flanders "20" $ 750.00

   c. E.M.F. "30" $ 1,250

8. Look at pages 34 and 35. How much did the new school in Sanford cost?

   $20,000

   Why was a new school built?

   due to the rapidly increasing population

   How many students were in the class of 1910 at Sanford High School?

   5

9. Turn to page 24 and read the article titled "**ORANGE COUNTY.**" List five items which would make you want to move to Orange County.

(ANSWERS WILL VARY)

a. agricultural businesses

b. a thousand beautiful lakes

c. tillable soil

d. health giving water and breeze

e. sunshine

low clothing bill
outdoor life all 12 months
advancing property value

10. Look at the advertisements on pages 47 and 67. How can one get from New York to Sanford? Which would you prefer to take? Why?

by train or steamer
(ANSWERS WILL VARY)

11. Look at pages 4 & 5 and 62 & 63. Write a paragraph to a relative in the north describing life in Sanford. Try to make your paragraph so interesting that they will want to pack and move to Sanford the day they get your letter.

(ANSWERS WILL VARY)

12. Do you now have a better idea of life at the turn of the century in Sanford after using the photographs in the lobby and the newspaper? Why or why not? Do you now have a COMPLETE picture of life in Sanford at the turn of the century? Why or why not?

yes
used primary sources
no
these sources do not tell every aspect of turn of the century life in Sanford

PIONEER CRAFTS

PIONEER CRAFTS

LESSON PLAN

OBJECTIVE

1. The student will understand pioneer life by observing and participating in various pioneer crafts. (Student Performance Standards of Excellence Skills 1092, 1114 and 1169; Free Enterprise and Consumer Education Objectives 14, 17, and 32; Comprehensive Test of Basic Skills Objectives 86, 87, and 90; and Florida Curriculum Frameworks Intended Outcomes 1, 9, and 13)

I Introduction

- A. Effects of technology on the pioneer
  - 1. self-sufficiency
  - 2. changing home life
    - a) life becomes easier
    - b) more goods can be produced

II Items of Everyday Life

- A. rug beater
- B. iron
- C. washboard
- D. apple peeler
- E. butter churn
- F. butter mold

III Spinning

- A. Fleece
  - 1. "in the grease"
    - a) unwashed
      - 1) show sample
    - b) easier to work with
  - 2. washed
    - a) must be washed to remove oils
      - 1) show sample
  - 3. carding
    - a) show cards
    - b) this step untangles the wool
    - c) demonstrate the process of carding

B. Dyeing
    1. sources
        a) indigo
            1) blue
            2) red
        b) onion skins
            1) yellow
        c) goldenrod
        d) marigold
        e) iron
        f) copper
        g) tin

C. Student Participation
    1. give a student some fleece
    2. ask them to make thread
    3. explain how difficult it is to simply pull or twist fleece into yarn
    4. this is why a spinning wheel was used

D. Demonstrate Spinning Wheel

IV Weaving

A. Steps Required to Set up Loom
    1. warping
        a) definition - the threads through which one weaves
    2. explain warping board
        a) results in lengths of warp which are threaded on the loom
        b) it takes 3 to 4 hours to warp this loom

B. Parts of the Loom
    1. castle
    2. heddles
    3. beater bar
    4. pedals
        a) purpose - to move warp and allow patterns to be formed

C. Student Participation
    1. demonstrate weaving
    2. allow students to weave

V Candle Making
A. Types of Wax
    1. parafin (1860)
        a) show example
    2. bee's wax
        a) show example

B. Tallow
   1. left-over animal fat
      a) burned unevenly
      b) melted in the summer
      c) mice ate it

C. Two Methods
   1. pouring wax into molds
      a) show mold
      b) did every pioneer family have a mold? (no) why? (expense)
   2. dipping
      a) show wick
      b) why is a candle bigger at the bottom than the top? (gravity & drying process)
      c) show stages of candles

D. Student Participation
   1. demonstrate candle dipping
   2. allow students to dip once

NOTE: TEACHER WILL ALSO HOLD DIPPING HANDLE WHILE STUDENT DIPS CANDLE

(If Time)

VI Sayings, Quotes, and Folklore

A. Have Students Explain Meaning of Various Quotes and Sayings (signs)
   1. "Never waste or throw away anything that can be turned to account."
   2. "Children should be seen and not heard."
   3. "All work and no play makes Jack a dull boy."

VII Stenciling

A. History and Uses
   1. one of the earliest forms of interior decorating found in the United States
   2. walls, floors, furniture, and fabrics were used
   3. design was cut out of heavy paper to form the pattern
   4. the resulting design was carefully painted

B. Show Examples of Stencils

VIII Conestoga Wagons

A. Parts
1. have students identify the following
a) tongue
b) tool box
c) hub
d) brakeshoe
e) spoke
f) feed trough
g) bow

IX Florida Pioneer Slides

A. Discuss How Each Relates to the Pioneer Experience

1. # 11 log rafts
2. # 15 school house
3. # 16 cowboys
4. # 17 sugar cane syrup making
5. # 19 1880's Florida
6. # 21 picnic
7. # 28 1900 school bus
8. # 30 1917 Central Florida paved road

POST ACTIVITIES

SUGGESTED POST-ACTIVITIES

1. Write a Captain's log. Imagine that you are taking 40 colonists to the New World. Include in your log problems you would face and how they would be solved, motives for taking the colonists to the new world, your treatment of the colonists, etc.

2. Use the library to find out when and from where each of the following products were introduced into the European culture.

    a. corn
    b. chocolate
    c. peanuts
    d. beans
    e. squash
    f. potato
    g. pepper (the vegetable)
    h. tomato

3. Complete a research project on one of the pioneers of Florida.

4. Describe one aspect of frontier life. Make your description as vivid as possible.

5. Write a short essay comparing frontier life with life of today.

6. Compare a day in your life with what you think a day in the life of a pioneer would be like.

7. Describe a pioneer man's daily life. Describe a pioneer woman's daily life. Describe a pioneer young person's daily life.

8. Describe what you think would be a typical day in the life of a pioneer. Be sure to include such items as chores, hunting food, growing crops, taking care of the homestead, and the like.

9. Write a letter to a member of your family who did not come with you. Describe your feelings, any problems you have encountered, and your dreams for the future.

10. GROUP WORK -- Write an ideal document to govern your pioneer village. Be sure to take into account such items as a mixed population and diverse economic interests. Share your document with the class. Discuss why certain provisions were included in your document.

11. Divide students into groups to collect information about settling different areas of our country. Prepare a chart including information about when the area was settled, the environment, transportation, settlers' motivations, large towns, occupations, hardships, etc. Compare the areas. What generalizations can be drawn? Analyze information to determine any cause/effect relationships. What problems could have been anticipated due to the differences of the areas? How could they have been resolved?

12. ROLE PLAYING -- Have students assume the parts of the father, the wife, the daughter, the son, and the trader. Assume that each family member wants some special item from the trader (such as a gun stock, a doll, some lace, etc.). Have each family member attempt to convince the father how necessary it is to purchase their special item and then have the father barter with the trader for the items he has been convinced to acquire.

13. Write an essay about the pioneer experience entitled: "The American Dream: Fulfilled or Failure?" Give examples to support the position you take.

14. Write a description of the characteristics of the "ideal" or "perfect" pioneer.

15. Create a mural which shows a number of aspects about a pioneer's life.

16. Have students create an "Early Pioneer Catalog" of items for sale. Sections in the catalogue might be 1) furniture, 2) farm tools, 3) kitchen implements, and 4) clothing.

17. Have students recreate the interior of an early cabin.

18. Have students create a cartoon strip about early pioneer life.

Complete your family tree. (Simple and complex forms are included)
Some sources of information are the home, relatives, distant relatives (cousins, etc.), local records (such as newspapers, the library, and census roles), military records, birth and death records, and marriage records. Allow the student to research both sides of his or her family or just one side if so desired.

FAMILY HISTORY CHART

71

YOU

b.

YOUR MOTHER

b. d.

YOUR FATHER

b. d.

YOUR MATERNAL GRANDMOTHER

b. d.

YOUR MATERNAL GRANDFATHER

b. d.

YOUR PATERNAL GRANDMOTHER

b. d.

YOUR PATERNAL GRANDFATHER

b. d.

GREAT-GRANDMOTHER

b. d.

YOUR MATERNAL GREAT-GRANDFATHER

b. d.

YOUR MATERNAL GREAT-GRANDMOTHER

b. d.

YOUR MATERNAL GREAT-GRANDFATHER

b. d.

YOUR PATERNAL GREAT-GRANDMOTHER

b. d.

YOUR PATERNAL GREAT-GRANDFATHER

b. d.

YOUR PATERNAL GREAT-GRANDMOTHER

b. d.

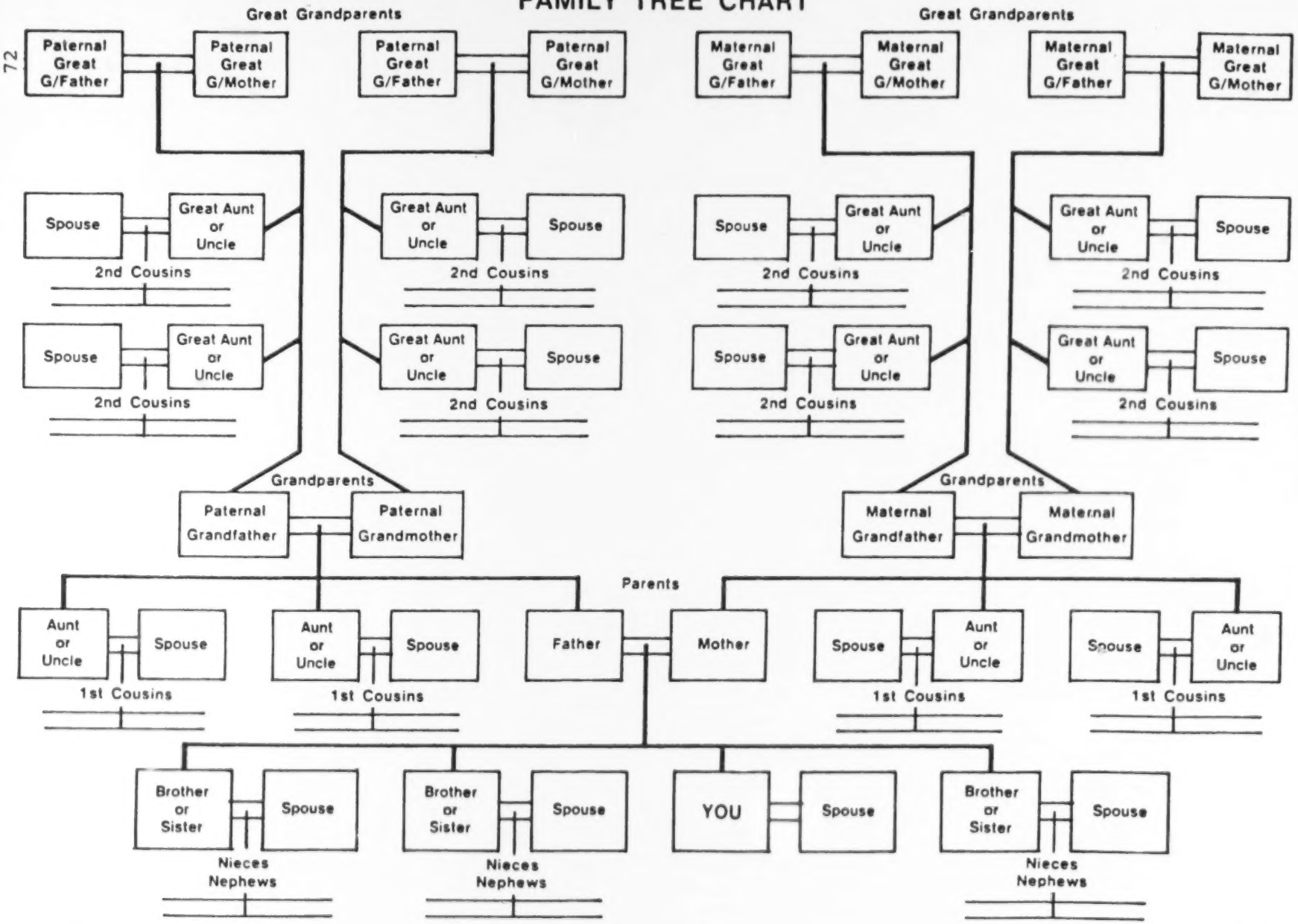
YOUR PATERNAL GREAT-GRANDFATHER

b. d.

77

78

FAMILY TREE CHART



Florida's Ethnic Representation

Turn of the Century

Many ethnic groups were early settlers in Florida. Among these groups were the Japanese, Russians, Spanish, Dutch, Slovaks, Poles, Swedes, and Greeks. Read the following material on each of these groups. After you have finished reading, fill in the chart on the last page. Complete the chart as fully as you can.

Japanese Floridians

Joseph Sakai, an American educated expatriate dreamed of establishing agricultural colonies of his countrymen in America. He came to Florida in 1903 to select lands for a Japanese colony. Land purchase arrangements were coordinated by Henry M. Flagler's Florida East Coast Railway, and a year later the first immigrants arrived and settled on a several thousand acre site just north of present day Boca Raton.

Christening their own new community "Yamato", the ancient name for Japan itself, the Japanese experimented with growing silk, tea, tobacco, rice, and pineapples. By 1907 with two hundred settlers, Yamato was given over almost entirely to the raising of pineapple, and as clear signs of prosperity became evident, received a station on the Florida East Coast Railway and an official branch of the United States Post Office. The Japanese produced some of the largest and most productive pineapple fields in South Florida, but eventually were pushed out of the market by plant disease and competition from Cuban pineapple plantations.

When pineapples no longer turned a profit, most of the Japanese gradually drifted to other communities along the coast or returned to their homeland. Today only one of the original settlers survives, Mr. George Morikami of Delray. Yet, his donation of forty acres of choice land to the State of Florida for an Agricultural Experiment Station and an additional forty acres to Palm Beach County for a recreational park insures a lasting memorial to the role of Japanese settlers in Florida.

- George E. Pozzetta

Russians

Several small Russian colonies existed in southern Florida at the turn of the century. A typical undertaking encompassed 11,000 acres of land and had large planting of vegetables and general farm crops. One experiment that generated public attention featured communal living arrangements.

-George E. Pozzetta

Danes

Dozens of advertisements for Florida land circulated in Danish language publications in the early 1890s. One enterprising land agent, Mr. Louis Pio, responded to these inducements and brought several hundred Danes to White City in 1893. The death of Mr. Pio and the dishonesty and thievery of the colony's financial manager threatened the settlement but, with the help of the Florida East Coast Railway, it survived. By 1900 it was sufficiently affluent for the young men of White City to advertise for "young marriageable ladies" to come to the colony. Another settlement, Modelo, languished until 1901 when Mr. A. C. Frost was appointed land agent by the Florida East Coast Railway. Frost was an experienced colonizer who actively recruited Danish settlers and guided the community, rechristened Dania, to permanent stability. Tomatoes proved to be the mainstay of the colony's economy and by 1908 one thousand Dania residents produced an impressive three hundred sixty-five train car loads of this savory vegetable, along with fifty car loads of pineapples.

Spanish

Spanish workers in post-Civil War Florida tended to concentrate in the tobacco industries, first in Key West and then Tampa. It is less well known that they constituted twenty-five percent of the entire work force that built the famous Key West Extension of the Florida East Coast Railway. Railroad officials described Spaniards as unusually "efficient and industrious" and sought them above all other laborers.

- George E. Pozzetta

Dutch

Small settlements of Hollanders dotted Florida. One 1883 colony counted twenty-five immigrants who landed at Fernandina and migrated to a location near Tallahassee. These people were drawn to Florida by a promotional pamphlet translated into Dutch and distributed throughout Holland.

Slovaks

Slovaks settled in Florida at Slavia and Masaryktown. The town of Slavia, was established by the Slavia Colony Company, a stock company formed by the Holy Trinity Slovak Church of Cleveland, Ohio. An initial group of eighty-two people began work on 1200 acres of land in Seminole County in 1911. The community specialized in growing celery on rich "muck" lands. The harvests reaped by Slavia residents clearly showed that celery was an excellent cash crop for this part of Florida. Masaryktown was not settled till 1925. Located in north Hernando County, this community attempted to act as a source of investment and employment opportunities for older Slovaks who could not readily find acceptance in the general marketplace.

Poles Come to Florida

A Florida land agent, Mr. S. C. Wood, organized and promoted the first Polish settlement near present day Bayard, Florida. A Polish banker and labor agent from Brooklyn, New York, Mr. Burt Mikulski, actually settled the colony by bringing fifty Polish families to Florida in September, 1910, to engage in truck farming. Most of the immigrants came from the capital city of Poland, and they named their new settlement, Warsaw. Crops of fruits and vegetables were marketed throughout the surrounding area, often shipped to Jacksonville by horse and wagon. Poor, sandy soil, unfamiliar climatic conditions, and low cash reserves, however, forced most of the settlers out of the colony and into neighboring communities.

Polish immigrants also formed the colony of Korona in Flagler county. Established in 1912, the first residents were recently arrived Polish immigrants who migrated south from Chicago. They chose the name Korona (a Polish word meaning crown) after one of the titles of the Blessed Virgin Mary, Queen of the Crown of Poland. A landmark, St. Mary's

Catholic Church was built on the Dixie Highway, four miles south of Bunnell. The colony flourished during its early years by raising potatoes and garden vegetables for market, but frosts and floods during the twenties and thirties, and the gradual deterioration of its canal systems led to a gradual decline.

- George E. Pozzetta

Greeks

The magnet that drew Greeks to Tarpon Springs was the sponge industry. Near the turn of the century, John Cocoris, a traveling sponge wholesaler, saw the possibilities that existed for deep water sponging. He purchased mechanical diving equipment and imported a crew of experienced Greek divers from his homeland. From their arrival in 1905 to the present day, the sponge industry, staffed heavily by Greeks, has remained the mainstay of Tarpon Springs. Greek culture and customs are still very much in evidence; the annual Epiphany celebration draws thousands of visitors to witness this unique cultural event. Indeed, many observers claim that Tarpon Springs is "more Greek than Hellas itself."

Swedes

Swedes made their first large scale appearance in Florida during the early 1870s when Floridians imported several groups of Swedish agricultural laborers to work on plantations and in citrus groves. The largest experiment of this type was carried out by Henry Sanford. In 1871 Sanford and other businessmen of the area contracted for more than one hundred Swedes to work in the Sanford Groves and other ventures. Events combined to thwart the high hopes of the planners and a heavy stream of Swedish immigration never developed.

A few families began the community of New Upsala which was fed by a trickle of newcomers over the years. Descendants of these people live there still. A land development scheme organized by the Florida East Coast Railway was based on Swedish language appeals, and carried out by promoter Olof Zetterlund. In response, a group of Swedish Lutherans purchased land in south Florida and began the vegetable community of Hallandale in 1897.

- George E. Pozzetta

FLORIDA'S ETHNIC REPRESENTATION

Fill in the following chart to summarize each ethnic group which came to Florida around the Turn of the Century.

GROUP	SECTION OF FLORIDA	SOCIAL REASONS	ECONOMIC REASONS
JAPANESE			
RUSSIANS			
DANES			
SPANISH			
DUTCH			
SLOVAKS			
POLES			
GREEKS			
SWEDES			